

CALIFORNIA CHILDREN & FAMILIES COMMISSION

**September 19th, 2002
Water Resources Building
1416 Ninth Street
Auditorium – 1st Floor
Sacramento, CA 95814**

Agenda Item 1 -- Call to Order.

- The meeting was called to order by Commissioner Belshé at 9:15 a.m.

Agenda Item 2 -- Roll Call.

- Present were Commissioners Kim Belshé, Elizabeth Rice-Grossman, Sandra Gutierrez, Karen Hill-Scott and Genie Chough.

Agenda Item 3 -- Approval of Minutes, July 18th, 2002 State Commission Meeting.

Action by Commission: The motion to approve passed unanimously.

Agenda Item 4 – Chairman's Report

Vice Chair Belshé reported the following:

- The new First 5 media campaign was launched during the summer. Phone requests for the Kit for New Parents has increased tremendously.
- The Commission is expected to propose action on the recently developed focus areas as early as October, 2002.
- The final Master Plan for Education is now complete and available online at the Senate website.
- Alpine County Commission Chair Kathy Kerr passed away.

Agenda Item 5 – Executive Director's Report

Jane Henderson reported on the following:

- Twenty-seven county commissions have adopted the First 5 name and logo. State staff is incorporating the new name and logo into the Commission's work.
- There is a backlog of orders for the Kit for New Parents with delays of 3-5 weeks beyond the normal 4-6 week wait time. When the current contract expires, we will likely put the project out to bid.
- The Child Development Policy Advisory Committee is hosting a Transfer of Knowledge symposium dealing with developing plans for children with

disabilities. The Commission is co-sponsoring this event. The date of the event is November 15th, 2002. Each county is to develop a leadership team.

- Dr. Henderson updated the Commission on the status of universal access to health care and universal access to pre-school programs. Commissioner Chough offered the following resource for expanding health coverage:
www.healthcareoptions.ca.gov.
- Statewide evaluation: contractors have completed a survey and analysis of technology capacity for all but two counties. There is a full report available on the survey and analysis.
- Equity Principles: The Advisory Committee on Diversity is developing an implementation plan for the principles.
- Staff met with executive members of the California Children and Families Association to look at advocacy and how the Association and the State Commission can work together more effectively.
- AB 2800 (Chan), which was sponsored by the Commission, has been signed by the Governor.
- SB 1661 (Kuehl), which would provide up to six weeks of paid family and medical leave, is on the Governor's desk for action. (Note: The bill was signed by the Governor on September 25, 2002.)
- Focus Areas: The Commission can expect to be presented with items relating to oral health and informal care at the next meeting.

Agenda Item 6 – California Children and Families Association Report

Pat Wheatley, President of the California Children and Families Association (CCAFA) reported on the following:

- The Association met throughout the summer months and conducted an informal staff summit.
- The Evaluation Oversight Committee has been conducting teleconferences and in-person meetings.
- The Association has been looking at issues of Advocacy.
- This month's meeting involved state budget discussions.

Agenda Item 7 – Revenue Forecasting and Commission Investments

Joe Munso presented this discussion item.

- Joe Munso explained the fiscal forecasting tool that has been developed by the State Commission in conjunction with CCAFA. The tool permits Prop 10 revenue projections to be modeled based on a number of variables, including population trends, consumption patterns, price, the elasticity of demand, and the potential for tax evasion at different price levels. The model is similar to those used by the State Board of Equalization and Department of Finance and will enable the State

Commission and the counties to participate more knowledgeably in discussions with those agencies. State Commission staff will work with CCAFA in the coming weeks to agree on common assumptions and will present forecasts based on those assumptions at the October CCFC and CCAFA meetings.

- Joe Munso noted that state staff are working with CCAFA to address concerns raised by the GAO regarding noncompliance with the Jenkins Act, which addresses tobacco tax collection across state lines in relation to internet sales.
- Joe presented a possible scenario for CCFC's funds in the next 5 years, if all factors were to remain constant. It includes carry-over funds from past years and the ability to transfer unexpended administrative funds to programs. At the current rate of anticipated revenue decline, by 2007-08, income will be sufficient only to fund core CCFC programs. Other potential CCFC investments need to be considered in that light. All plans will have to be modified if the tobacco tax is raised in a future year, and the issue of a backfill for potential losses will become an important policy consideration.
- Joe reported on the final State FY 2002-03 Budget as signed by the Governor on September 5. It closes the estimated \$23.6 billion revenue gap through a combination of program reductions, borrowing against future tobacco tax settlement receipts, loans, education spending deferrals and reductions, fund shifts, temporary suspension of tax credits, assumed federal funds, and restructuring of the state debt. Most of these mechanisms will not be available again next year, and the budget gap may still be significant.

Discussion:

- Vice Chair Belshé asked how this forecasting design differs from the models that have been used historically. She also asked for more on the topic of evasion. Mr. Munso informed the Commission that this model is more refined than existing models. The model allows for greater scenario exploration. This model allows the Commission to understand more clearly the numbers that are generated through models used by other agencies. Mr. Munso informed the Commission that the evasion assumptions are those used by the Board of Equalization. Vice Chair Belshé stated that evasion would most likely be a far great problem if cigarette taxes are raised too high.
- Commissioner Gutierrez stated that she has had informal discussions during which targeting of Proposition 10 funds was discussed. Commissioner Gutierrez asked if there is confidence in the communication strategy around what the State Commission and county commissions are doing. Mr. Munso informed the Commission that staff is constantly working on these details and is quite confident in the current communication strategy.
- Commissioner Gutierrez stated that existing programs will be carefully evaluated to ensure justification for further funding.

- Commissioner Hill-Scott commented that the investment path of the State Commission is sound and will have a positive financial yield for the State of California.
- Vice Chair Belshé asked for detailed information on evasion verses cessation of smoking as it relates to decreased revenue, if available.
- Commissioner Gutierrez mentioned that the State Commission is able to use its funds to leverage funds from other sources.

Agenda Item 8 – Regional Technical Assistance

Emily Nahat presented this action item. A summary of the presentation follows.

- This is an action item for approval of \$1 million total for two years for Technical Assistance Regional Allocations to County Commissions.
 - As one component of a broader multi- component technical assistance package, County Commission representatives recommended that CCFC consider allocating funds to County Commissions on a regional basis to design and obtain technical assistance to meet local needs. The counties indicated that this method of funding technical assistance would give the regions more flexibility in acquiring services to meet emerging or shifting needs in a timely manner and promote networking to share promising practices. While regions would be designated for purposes of allocation and planning, the counties would have flexibility in organizing for specific technical assistance activities based on geography, county characteristics (e.g., rural, urban), strategic plan emphasis areas, or other factors.
 - **Recent developments.** During the July 17 CCAFA meeting, the TA Subcommittee hosted a discussion to obtain input from additional counties. During its August retreat and other meetings, CCAFA:
 - Defined five regions for TA planning and allocations: Central, Bay Area, South, North, and Statewide. The Statewide region will develop programs of interest to all counties.
 - Assumed the role to coordinate the TA regions to ensure that counties will be invited to participate in activities on a variety of topics sponsored by the regions.
 - Determined that the funding will be split equally among the regions and that up to \$5,000 per year should be available out of each region's allocation to the fiscal/administrative lead county in that region to offset administrative costs (total of 5% maximum overall). By the end of September, CCAFA will designate the fiscal/administrative lead county in each region.

Action by Commission: The motion to approve passed unanimously.

Agenda Item 9 – Adaptation of the Kit for New Parents

Nicole Kasabian presented this discussion item. An outline of the presentation follows.

- Success of the Kit for New Parents was well documented during the pilot test
- Kit currently available in English and Spanish
- Original Kit proposal specified that staff would return to the Commission within one year with a recommendation on cultural adaptation of the Kit
- At the end of August nearly 400,000 Kits had been shipped. Orders to 800-KIDS-025 have averaged 1,500 per day.
- Demand for materials in additional languages has continually grown. Some County Commissions have strongly encouraged and supported staff in developing this proposal
- Multiple pieces of KNP requiring different adaptation needs and assessment
 - Cultural appropriateness for KNP components of:
- Worked with First 5 contractors to conduct research to help inform the Commission's decision
 - Research included obtaining input from members of Advisory Committee on Diversity and other community members/experts
- Provided overview of research to Advisory Committee on Diversity
- Investigate and identify target languages for adaptation of Kit for New Parents (KNP) materials using Medi-Cal threshold languages
- APIA population has the second largest population growth in California
 - Latino 42.7%
 - APIA 31.9%
 - African American –1.2%
 - White –22.9%
- Preliminary Recommendations
 - (Approved by the Diversity Committee)
 - Focus on primary Asian languages - Chinese, Korean and Vietnamese
 - Top APIA segments by population size
 - High percentage of recent immigrants
 - High percentage of native language dependent population
 - High share of births to foreign-born mothers
 - Other major ethnicities like Filipino and Asian Indian are less native language dependent
 - PHASE II
 - Focus on other Asian languages for adaptation
 - Cambodian, Hmong and Laotian

- Assess other major threshold languages
 - Armenian, Farsi, Russian
- Issue an RFP for:
 - Adaptation/Translation
 - Design
 - Production
 - Effective Distribution Strategies
 - Projected Costs
- Panelists will include County Commission representatives and community members
- Following review of proposals, staff will recommend:
 - Which items in the Kit should be adapted
 - Appropriate quantities
 - Plan for community/expert input
 - Budget
 - Distribution strategy
- Proposed timeframes

▪ Commission approval of RFP release	Oct. 2002
▪ RFP Issued	Nov. 2002
▪ Recommended approach and budget presented to Commission for approval	Feb. 2003
▪ Contract Initiation	Mar. 2003
▪ Production complete/distribution begins	TBD

Discussion:

- Commissioner Gutierrez stated that Los Angeles County Commissioner My-Nga Le is an expert in this area and is interested in working with staff on the development of the RFP.
- Commissioner Hill-Scott emphasized the need to get the work done quickly without compromising quality.
- Vice Chair Belshé stated that the Kit for New Parents has come up in the recent focus area discussion and asked what staff is thinking about the process by which the kit is being assessed, updated and modified. Ms. Kasabian informed the Commission that when this contract ends in June 2003, an advisory panel will be convened to work on content changes.
- Commissioner Hill-Scott stated that anti tobacco content should be reexamined given the demographic. Commissioner Hill-Scott noted that a shoulder strap for the Kit should be considered.
- Ex-Officio Commissioner Chough stated that she thought that there was not enough attention paid to abuse and neglect issues in the Kit. The Commission was informed that many of those issues are addressed in the parent's guide.

Public Comment

- Lizanne Fleming, Los Angeles, presented a letter to the Commission on behalf of My-Nga Le and Maria Veloz. Ms. Fleming spoke on the success of the kit in her county.
- Wendy Rowan, Humboldt County, requested that the Native American Indian population be considered further in the development of adaptation.
- Rafael Lopez, Santa Cruz County, offered words of appreciation for the work done. Mr. Lopez suggested the kit consider teaching tolerance of people with disabilities and other special needs.

Agenda Item 10 – Annual Review of Guidelines

Emily Nahat presented this discussion item.

- Staff recommended that no revisions would be made in the Guidelines this year. At some point in the future there would be a need to revise the Guidelines or to issue a companion resource that documents promising practices in School Readiness, implementation of the Principles on Equity, and other information. However, it would be premature to develop this resource at this point in time.

Discussion:

- Commissioner Hill-Scott asked if people are using the guidelines and are the current guidelines facilitating productivity. Jane Henderson informed the Commission that the guidelines have served their purpose.

Agenda Item 11 – First 5 Service Corps

Roberta Peck presented this discussion item. A summary follows.

- The First 5 California is being asked to provide GO SERV with \$350,000 for each of two years (total = \$700,000), to support technical assistance, evaluation, recruitment efforts, public relations, and administration of a four-year Initiative. This funding request to First 5 California provides for administrative cohesion in the start-up efforts for the First 5 Service Corps Initiative and solidifies the partnership role. The first year of funding will help support the pilot phase, plus start-up activities associated with the full scale statewide Initiative. The second year of funding is contingent upon receiving support from a substantial Corporation for National and Community Services Award. (In subsequent years of the First 5 Service Corps Initiative, ongoing costs will be handled by participating County Commissions.) One of the major benefits of CCFC's involvement is the leveraging of both county and federal funds. It is estimated that AmeriCorps funding alone will equal more than \$30 million for the four-year Initiative. This is an excellent opportunity for First 5 California to provide

leadership and support to County Commissions to expand local resources and leverage other funding streams for the School Readiness Initiative and other Prop. 10 programs.

Discussion:

- Vice Chair Belshé asked if the Federal funding were budgeted dollars. Ms. Peck informed the Commission that the funds were available at the federal level.
- Commissioner Hill-Scott asked if there is a floating increase in allocation if more counties participate. Ms. Peck informed the Commission that there is large capacity at this point. Staff will report back to the Commission with further details after the application deadline has passed.

Public Comment:

- Karen Blinstraub, Santa Clara County, informed the Commission that Santa Clara County has 6 AmeriCorps and 1 Vista worker onboard.

Agenda Item 12 – School Readiness Initiative – Application Filing Date

Joe Munso presented this discussion item.

- The Commission will consider giving the Executive Director delegated authority to extend the timeline for the submission of School Readiness Matching Funds Applications beyond June 2003 upon request from County Commissions.

Agenda Item 13 – School Readiness Initiative: Year in Review

Four county commissions – Lassen, Fresno, Santa Clara, and Orange – presented information about School Readiness programs implemented locally in response to the State Commission’s School Readiness Initiative. Highlights of those presentations follow.

Lassen County

WESTWOOD FAMILY RESOURCE CENTER
Lassen County
Children and Families Commission

- 9 Member Commission
- Annual allocation of \$285,000
- Priorities
 - Mini Grant Program
 - Oral Health Project

- CARES Project
- New Parent Kit Project
- Family Resource Center - School Readiness Project
- AmeriCorps Home Visiting Project

The Commission Approach

- County-wide Family Resource Centers, a “One-Stop-Shop” Concept
 - Nucleus of Collaboration
 - Community Developed and Driven
 - Focal Point for School Readiness Activities
 - Public Health
 - Mental Health
 - Alcohol & Drug
 - Community Clinic
 - Coordination of Children’s Oral Health Services
 - Social Services
 - Employment Services
 - Education Services

Partner in School Readiness

- Established in 1995, a 501(c)3 Non-Profit agency with ability to receive and disburse both public and private funds
- Proven history of successful implementation of grants from major funders such as
 - The California Endowment
 - The James Irvine Foundation
 - The Sierra Health Foundation
- Working Board of Directors made up of public and private agencies and individuals
- Vision and mission focused on promoting healthy communities in Lassen County through collaboration

Welcome to Westwood, Lassen County, California

- Located in the shadow of Paul Bunyan and Babe the blue ox, stands the Westwood Family Resource Center, presenting a grass roots frontier solution to school readiness!

Community Challenges

- Poverty, no jobs.
- No child care

- Isolation
- Inadequate housing and transportation
- Inclement weather

Community Strengths

- Chimney Fund
- College
- State preschool
- Parks
- Community Services
- Health Clinic
- Mom's Club

What the Community Wanted

- A "homey" resource center
- A family services coordinator
- A hub for coordinated services
 - Parenting Classes
 - Mental Health Services
 - Resource & Referral
 - Child Care Resources

How did we get started?

- Community Developed and Driven
- Identified Diverse Advisory Committee
- Identified Community Partners
- Identified Commitments
- Obtained Memorandums of Understanding

Who Makes the Decisions?

- The Westwood Family Resource Center Committee under the support and guidance of the Community Planning and Advisory Council

What are we doing about the 5 Essential Elements?

- Early Care and Education
 - Expand Child Care Resources
 - Initiate Playgroups
 - Establish a toy lending library

- Establish a Mom's Club
- Parenting/Family Support
 - Offer Parenting Classes
 - Provide direct services via home visits to isolated and vulnerable families
 - Establish Parenting Resource Library
 - Provide Resource and Referral Services
 - Advocate for additional services as needs are identified
- Health and Social Services
 - Open a "One-Stop-Shop" FRC
 - Help families get needed services
 - Coordinate Appointments
 - Bring more service providers to Westwood
 - AmeriCorps Home Visiting Program with bilingual services
- School's Readiness for Children
 - Implement a "Bridge to Kindergarten Program"
 - Involve Kindergarten teachers in family service plan development and implementation
 - Conduct annual survey of Kindergarten teachers
 - Work with school board, superintendent, the infant toddler program for children with special needs, and teachers to balance services to young children and kindergarten expectations
 - Involve high school youth as mentors and volunteers
- Program Infrastructure and Administration
 - Open and staff the new Family Resource Center
 - Work with local advisors to steer the project
 - Work with county-wide partners to bring in additional services

How are things working?

- Mental Health Services are now present in Westwood through the FRC
- Oral health screenings are happening in the preschool setting
- WIC services are delivered at the FRC
- College parent support classes are offered at FRC
- Public Health supervised bilingual Home Visiting/AmeriCorps program services modeled after Birth and Beyond are available
- Youth mentor/volunteer program is in development

Leveraging and Sustainability

- Developing Fiscal Leveraging and Sustainability Plan in Collaboration with local Prop 10 Commission
- Implementing MAA claiming process in collaboration with County Health and Human Services Department

- Requesting other sources of funding such as Master Settlement Agreement funds

Evaluation

- Web based ABS Software selected as electronic evaluation platform
- ABS provides the “Electronic glue” needed to bridge geographical barriers, monitor projects, provide electronic case management and home visiting modules, monitor project deliverables and selected indicators
- Interface with statewide evaluation

Discussion:

- Commissioner Hill-Scott commended the county for its hard work on this front.
- Vice Chair Belshé asked for further details on oral health screening. The Commission was informed that the Proposition 10 Commission awarded a \$5,000 mini grant to the Lassen County Hygiene Association and a \$10,000 mini grant to the Lassen Oral Health Task Force. The Hygiene group has been going to preschools to conduct screenings and make referrals. The Oral Health Task Force has been involved in public awareness and education.
- Ex-Officio Commissioner Chough asked for details on how the county is dealing with mental health issues. The Commission was informed that the CFC awarded a \$10,000 mini grant to Lassen County Mental Health. All clinicians were trained on how to work with the youngest citizens of Lassen County. Needs can now be met as they arise.

Fresno County

Establishing Partnerships with Schools

- Commission staff facilitated informational meetings regarding the School Readiness Initiative
- Schools with an API of 3 or lower were invited to complete and submit a self-assessment
- From there, partnerships were formed with interested schools.

Principal Al Sanchez

Mayfair Elementary School, Fresno Unified School District

Program Components

- Mayfair Preschool
- Kindergarten Readiness Camp

- Parent education workshops and parenting classes
- Case management and home visitation services
- Health services and physical exams

New Ideas for Program Development

- Creation of a School Readiness Task List
- Formation of School Readiness Team for each school
- Parent and Child Care Provider input

Task List

- Break down of all tasks that result in a completed School Readiness Initiative application
- Application due date determined; then due dates established for each task
- Responsible party clearly indicated
- Visual reminder of collaborative effort

School Readiness Team Includes the following individuals:

- Principal
- School (Preschool) Nurse
- Preschool Teachers
- Kindergarten Teachers
- NRC Director
- Others (as determined)

Parent and Child Care Provider Input

- School is required to develop program components with parents
- Child Care Providers are invited to input meetings
- Once components are determined, parents are given a copy of draft and asked to comment.

School Scenario

- School needed a building, but had no available space
- Parents and Teachers indicated a strong need for an expanded preschool component and medical services for children
- How to facilitate services without a building?

Resolution

- Comprehensive home-based program developed using the HIPPY model
- Medical services were contracted out
- Enhancements were made to the existing preschool program and child care service
- Early Education Teacher Team established

Expected Outcomes

- Children will be better prepared for school success
- Parents will understand and respond as their child's first teacher
- Children and Families will be healthier and the family unit will be strengthened

Our children are a message we send to a time we never see.

Discussion:

- Commissioner Hill-Scott expressed concerns about whether or not the public is aware that it is Proposition 10 that has provided these services.
- Vice Chair Belshé asked for clarification on the issue of contracting out medical services. The Commission was informed that this contracting out involved both making connections and paying local clinics for services at a very low rate.

Santa Clara County:

Mission

IN THE FUTURE IN SANTA CLARA COUNTY:

All our children thrive-physically, emotionally, intellectually, and spiritually-inclusive of all social and economic status, culture, life experience, and special needs. To support them, families across the County's rich mix of ethnicities, cultures, generations, and lifestyles have quality housing, education, food, health care, child care, and transportation. Providing a circle of support for families, the entire community shares responsibility for the care and nurturing of our children.

Guiding Principles

- Voluntary family participation
- Family focus and decision-making
- Community investment and design
- Inclusive and culturally competent

- Collaboration
- Builds on family and community assets
- Coordinates existing services and infrastructure

Management Team

A Chance for Every Child

Selected Schools

- Franklin-McKinley School District (FMSD):
 - Franklin, McKinley, and Santee Elementary Schools
- Gilroy Unified School District (GUSD):
 - Del Buono, Eliot, Glen View, and Las Animas Elementary Schools
- San Jose Unified School District (SJUSD):
 - Anne Darling, Bachrodt, Empire Gardens, Erikson, Gardner, Grant, Hester, Horace Mann, Lowell, Olinder, Washington Elementary Schools

Community Characteristics

Franklin-McKinley School District (FMSD)

- Low socio-economic conditions (children in the targeted zip codes are 4 times more likely to participate in CalWorks than other children in the County)
- High density neighborhoods (average household size is 41-73% higher than the County average)
- Students perform at 3 decile or below (API)
- Majority of students are English Language Learners at these school sites
- Low parent education levels (many parents have no high school degree)
- Majority of students receive free/reduced lunch at these school sites

Gilroy Unified School District (GUSD)

- Agricultural economy lives side by side with hi-tech industry
- Major transition from magnet schools to neighborhood schools
- Young community with the greatest concentration of children in the County
- More children enter Kindergarten speaking Spanish than English
- Approximately 35% of the population was born outside of the United States
- Highest ratio of homeless families in the County
- Hard working families (many have two or more jobs)

San Jose Unified School District (SJUSD)

- Children and families to be served live in central San Jose, the 11th largest city in the United States
- Housing is very expensive and homes are often overcrowded
- Childcare can consume more than half of the family's income
- Many residents are recent immigrants
- Spanish and Vietnamese are the first languages of many of the children attending the targeted schools
- Large percentage of parents do not have a high school diploma
- Families have strong beliefs in supporting programs, services, and activities that promote the healthy development of children and their success in school

The Journey

- Partnerships were developed with at least 51% community membership
- Demographic data were collected from selected school communities.
- Focus groups were conducted in English, Spanish, and Vietnamese to determine needed programs and services to support families and children (migrant families, homeless families, businesses, preschool parents, gay & lesbian families, incarcerated parents, and families with special needs children)
 - More than 300 parents and community members participated in focus groups in the targeted areas of all three districts
- Asset maps (& capacity inventories) were created to identify existing programs, services, and activities in the targeted neighborhoods, as well as strengths of families and individual community members.
- Surveys were received from more than 200 parents and caregivers from each school district.
- 2-day vision retreats resulted in strategies developed by parents, school personnel, service providers, and community members.
- Enhanced community capacity through facilitation and visioning trainings

Vision Retreats: Best Hopes & Dreams

Outcomes of the Journey

- Community driven process
- Collaborative solutions from service providers and school districts addressed the identified strategies of the community.
 - Solutions fulfilled the 5 Essential & Coordinated Elements
 - Collaborative partnerships were created (e.g., Silicon Valley Oral Health Collaborative)
- A continuum of care was designed to provide comprehensive services from a macro (prevention) to micro (intensive intervention) level.
- Volunteer programs resulted from the community's desire to reciprocate

- In-kind contributions:
 - Franklin-McKinley School District (\$3,516,384)
 - Gilroy Unified School District (\$5,935,478)
 - San Jose Unified School District (\$6,751,718)

Highlights of Community Collaboration

- Family Resource Library at each targeted school site in Franklin-McKinley School District
- School Readiness Family Academy at 3 targeted school sites in Gilroy Unified School District
- Adult education and transportation vouchers for families in the targeted school communities of San Jose Unified School District
- Re-alignment of school districts from K through 12 to Pre-K through 12 in Gilroy and San Jose Unified School Districts (systemic change)

School Readiness Continuum of Care Centerpiece Programs (All School Readiness Initiative Districts)

Care Management

- Care Managers will assist families to navigate the continuum of care by coordinating and securing access to services, programs and activities
- Care Managers will enhance family support through the development of family care plans and identification of desired results.
- Care managers will remove barriers for families to ensure access to needed programs, services, and activities by securing transportation and engaging in follow-ups to quickly resolve access issues (Rapid Change Model)
- St. Joseph's Family Center will care manage homeless families in GUSD Intensive In-home Support
- High-risk families and First Time Moms with infants/toddlers will have visitation services with Public Health Nurses.
- Services are targeted to assist families with education and awareness regarding developmental milestones.

Expecting Parents Program

- Linked to desired services (Woman-Infant-Child Program, parenting & nutrition classes)
- Linked to Care Management Program (comprehensive services)
- Desired outcomes:
 - Parents have awareness of developmental milestones necessary for the

- healthy development of their children
- Parents form and maintain a support network

Volunteer Program (Reciprocity)

- Parents & community members initiated
- Initiative funding is seed money; need to maximize the community's strengths
 - Provide in-kind services (service providers)
 - Identify & utilize community members' strengths
 - Family resource centers, community fairs, school sites
 - Tutor & mentor
- Desired outcome:
 - Communities utilize their strengths and maximize their capacity to support families and prepare children for school success

Highlights of Staff Training & Development

- Understanding developmental variations & identifying different learning styles
- Arts & cultural enrichment programming
- Cultural competence
- Outreach and family engagement strategies
- Oral health awareness & prevention
- Parenting strategies
- Pre-K to Kindergarten transition curriculum & strategies
- Data collection
- Rapid Change Model (continuous improvement & learning)
- Inclusive governance and facilitation
- Best practices regarding School Readiness

Key Outcomes of School Readiness Initiatives

- More children are:
 - Active and effective learners
 - Healthy and experience optimal health
 - Entering kindergarten ready for school
- More parents and service providers are knowledgeable of:
 - Developmental milestones
 - Special needs and diversity issues
 - Early childhood developmental practices, particularly brain stimulation and techniques
- School Readiness services are:
 - Provided along a seamless system of care

- Accessible, comprehensive and have measurable results
- Inclusive of all children and their families
- Systemic Change:
 - Services are coordinated and integrated while responsive to needs of individual school district communities (Rapid Change Model)
 - Blended funding and in-kind contributions
 - Identification of common desired results, data collection, and evaluation

Governance Structure: Initiative Advisory Council

Initiative Advisory Council Roles

- Bring major collaborative partners together
- Ensure consistency among all School Readiness Initiative School Districts and coordination of services among School Readiness Initiative partners and CFFC Initiatives
- Adhere to Initiative approved guidelines
- Continuous improvement of governance structure functions
- Address successes and challenges of the Care Management Program
- Suggest creative approaches to enhance community capacity
- Implement the “Rapid Change” model to adjust programs, services and activities according to emerging trends in the community (on-going evaluation of the effectiveness of services)
- Make recommendations for change to the CFFC Program Committee.

Next Best Steps for Collaborative Implementation

- Inter-district Implementation Planning Committee
 - Develop guidelines for coordination and integration of programs, services, and activities among School Readiness Initiative partners
 - Design an effective service delivery system (subcommittees: outreach & recruitment, selection criteria, data collection, staff training and development, and service delivery system)
 - Ensure consistency across districts regarding principles, programs, data collection, evaluation, and strategies for implementation while being responsive to meeting the needs of families in individual school districts
 - Create an Inter-district School Readiness Initiative Program Manual
 - Participate in School Readiness Initiative Partnership MOU

- Inter-district School Readiness Initiative Implementation Orientation
 - Collaborate with principals, superintendents, preschool, and kindergarten teachers to ensure the success of School Readiness Initiatives
- Inter-district Care Management Program Planning Committee
 - Design an effective Care Management Program
 - Develop a Care Management Program Manual
- Care Management Intensive Training (2 weeks)
- District BrainWise trainings (kick-off)

SRI Enhancement Opportunities (Funding Challenges)

- Care Management Program services
- Intensive In-home Support services
- Infant, Toddler Behavioral Health services
- Oral Health services
- Family Literacy services

Franklin-McKinley Vision

Gilroy Unified Vision

San Jose Unified Vision

Discussion:

- Vice-Chair Belshé asked for information on the concept of a ‘rapid change model’. The Commission was informed that this model holds the broad perspective of detection and prevention. The services are being continually assessed and altered to maximize the utility of the service. Input is provided by end users as well as ‘data’.
- Commissioner Hill-Scott asked how the input is gathered. The Commission was informed that the majority of the input is received through community outreach.

Orange County:

State School Readiness Programs

SCHOOL READINESS OVERVIEW

- Team approach
- School readiness platform
- School district coordinators
- Recognition of challenges

- Program uniqueness

TEAM APPROACH

- Supportive and flexible Commission
 - Visionary leader
 - Dedicated School Readiness Coordinators
 - Community collaborators
- Dept. Of Ed., United Way, Colleges, Community programs, etc.

SCHOOL READINESS PLATFORM SCHOOL READINESS COORDINATORS

- Promote collaboration between the K-12 and early care and education community
- Develop a common mechanism for defining school readiness
- Strengthen planning linkages, communication, learning and referrals among Commission funded programs
- Develop recommendations to assess children as they transition to the k-12 education system

SCHOOL READINESS COORDINATORS

- Support the development of optimum transitions from one provider system to the other
- Emphasize the participation of consumers and families in all planning forums
- Identify school readiness issues for project planning and program improvements through need assessment of families within the project community

ORANGE COUNTY DEMOGRAPHICS

- 37.7% eligible for free or reduced lunches
- 30.3% “English Learners,” the second highest percentage in the state
- 97,592 eligible for subsidized childcare, only 18,880 are receiving it
- 35% children are not fully immunized by age two
- 3,000 homeless children under the age of five
- 82 out of 350+ elementary schools in 13 elementary school districts are in lowest three deciles

STATE SCHOOL READINESS FUNDING

Phase 1A -funded 12-02 - \$2,814,000
-6 school districts/19 schools/2080 children
Phase 1B - funded 03-02- \$1,671,714
-5 school districts/13 schools/2490 children
May - funded 07-02 -\$ 544,000
-1 school district/4 schools/650 children

SUMMARY OF ACCOMPLISHMENTS

- Applications successfully submitted in three rounds of State funding for services to 5200 children and families
- 12 out of 13 eligible school districts have accessed
- 36 out of 82 schools received SRI funds
- Oral health services provided through Commission Dental Initiative and collaborative agreement with Head Start
- School Nurse at each program specifically for 0-5 population
- Services for special needs children coordinated through district funds/SRI funds i.e mental health, speech, etc.
- Utilization of existing resources
 - Even Start, State Child Care, Head Start, and local private funding
- Governance incorporated into existing school readiness committees
- Parental participation within program to assist with implementation
- Education training plans to incorporate parents as staff
- Coordination with CBET and Adult Ed. programs to empower parents
- Curriculum based on diverse needs of population of families

CHALLENGES

- Collaboration and coordination: between early care and education community and K-12 education
- Confidentiality: assessment and tracking of children's progress
- Consensus: definition of school readiness and agreement on assessment tools
- Staffing: recruitment, retention and training
- Integration: community programs and school districts

**CAPISTRANO USD PROGRAM UNIQUENESS
2 OF 29 SCHOOLS ELIGIBLE**

- Learning Link – school readiness assessment and interactive center designed to provide an accessible and creative learning environment
- Existing state preschool children siblings will attend center (with parents)

**GARDEN GROVE USD PROGRAM UNIQUENESS
8 OF 45 SCHOOLS ELIGIBLE**

- Boys and Girls Club of Garden Grove will run program on school district facility.
- Staff recruitment will include current district personnel.
- Training will be provided by school district staff.

**OCEAN VIEW SD PROGRAM UNIQUENESS
1 OF 11 SCHOOLS ELIGIBLE**

Oak View Preschool and Education Resource Center

- Joint venture between OVSD, Huntington Beach Adult School, Community Based English Tutoring (CBET), Head Start, State preschool and the Commission.
- Family resource center and the public library on school district campus.
- Program within walking distance of every neighborhood resident.

**SANTA ANA USD PROGRAM UNIQUENESS
30 OF 36 SCHOOLS ELIGIBLE**

**TUSTIN USD PROGRAM UNIQUENESS
4 of 14 SCHOOLS ELGIBLE**

- Kindergarten Readiness Academies will utilize the Family English Language Development Centers (computer-assisted language development technology classrooms provided by CBET funds)
- Staff will provide guidance, support and reading readiness program materials to enhance the private preschools operated by Child Development Inc. (CDI) on school district campuses
- T.U.S.D. Kindergarten teachers, new kindergarten transition activities will be provided to 481 children and parents through the Kindergarten Readiness Academies, the CDI program, Boys and Girls Club preschools and Head Start.

WESTMINSTER SD PROGRAM UNIQUENESS

2 out of 9 SCHOOLS ELIGIBLE

- Strong integration with existing special education preschool program - behavioral health consultant and special needs aides
- Expanded and enhanced preschool programs for typical and special education students
- Established Early Learning Connection Resource Centers at Finley and Willmore schools to provide resources, materials, activities, and support services to 400 families (new)
- Bilingual parent educator to implement a comprehensive parent education plan for families

GOALS FOR THE FUTURE

- Addition of new sites
- Sustain programs
- Submit one remaining district application
- Fund more eligible schools
- Continue assistance to other counties

SUPERINTENDENTS' LIAISON ROLE WITH COMMISSION

- Represents 30 + superintendents at Commission functions
- Informs superintendents about Commission projects
- Provides Commission with school districts' perspectives
- Provides much needed support – for the “top down” approach
- Validates the importance of school district involvement in the 0-5 population
- Acts as a liaison with public regarding Commission projects
- Provides resources to school districts and Commission
- Adds credibility to the SR goals by direct involvement with school readiness projects
- Collaborates with and inspires other superintendents to participate
- Supports thinking out-of-the-box

ACSD DEMOGRAPHICS

City of Anaheim

- Second largest city in County (328,014)
- 23.1% growth in population from 1990 to 2000

Anaheim City School District

- 82.3% children Hispanic or Latino origin
- 95% children ELL
- 84.8% eligible for free/reduced lunches
- High mobility rate within district boundaries each year
- 83% of children entering kindergarten with no preschool experience

EXISTING ECE PROGRAMS

- Head Start/State Preschool were the existing support system for new program expansion – (all the new programs are designed to replicate the Head Start model)
- Two school readiness consultants have provided a vehicle to write additional grants – looking at existing support system to increase child education programs

CHILDREN IN ECE PROGRAMS

- Prior to October 2000
438 children served in ECE programs within the district
- Since October 2000
442 additional children served in ECE programs within the district (State Preschool, Prop 10, Head Start)

Total children served in ECE programs = 980

CHALLENGES

- Space to operate programs
- Confidentiality: assessment and tracking of children's progress
- Low income, disadvantaged families with low literacy levels
- Children entering school:
 - Without prior classroom experience
 - With a lack of social/emotional development
 - With lack of adequate health care
 - With lack of basic English skills

SCHOOL READINESS COORDINATORS

- Increase communication with ECE community
- Provide parent /staff training
- Facilitate coordination of district preschool and K-3 programs
- Pursue applications for funding

- Provide professional support for existing programs

EVEN START PROGRAM
PACT TIME
(PARENT AND CHILD TOGETHER)

LET'S LEARN TOGETHER
(PROP 10)

STATE PROGRAM

ACSD PROGRAM UNIQUENESS

- With the challenge to find space, the district has become extremely creative in its approach to offer additional services to children and families.
 - Use existing Head Start, State Preschool and existing kindergarten classrooms to offer programs in the twilight or early evening hours
 - Utilize existing Adult Education babysitting rooms for preschool programs
 - Create partnerships with family resource centers to utilize classroom space and provide services
 - Coordinate programs within local city parks

ACSD STATE PROGRAM

Services for 0-5 children and families:

- Additional and/or enhanced preschool programs
- Parent/adult education services
- Health and social services
- Additional staff to enhance program quality

Attendance areas include:

Key, Jefferson II, Henry, Revere, Palm Lane, Franklin, Family Service Center, and Ponderosa Park Family Resource Center

ACSD STATE PROGRAM

446 CHILDREN

New services for 204 children

- 54 four-five year-olds (Twilight program)
- 105 at-risk kindergarteners (K-plus)
- 45 one- five year olds attend morning, afternoon or twilight programs while parents attend on site adult education classes (Jump Start)

Enhancement to existing services for 262 children

- 232 Head Start /State Preschool classes
- 30 Even Start children

ACSD STATE PROGRAM

A new full time school nurse (in coordination with two existing preschool nurses) will:

- Provide parent education
- Provide health assessments
- Refer children for health and other support services
- Coordinate dental program
- Identification/follow up for children with special needs
- Work with the School Readiness Coordinator to provide appropriate programs and services to facilitate the transition to kindergarten

COLLABORATION

Orange County Dept. of Education
Neighboring School Districts
Early Care and Education Community
Parents
Institutes of Higher Education
Special Education
City of Anaheim
Anaheim Public Library
Anaheim Achieves – YMCA
ACSD Head Start/State Preschool
Even Start Program
ACSD Family Service Center
Manzanita/Ponderosa Resource Centers

ACSD PARTNERSHIPS WITH NEW RESOURCES

- Even Start
- Training for K staff
- Enhancement of existing programs
- School nurse
- Programs for 0-3
- YMCA
- Children's Station
- Behavioral Health
- City of Anaheim

- Jump Start Preschool
Ponderosa Park
- Anaheim Union High School District

ACSD NEW PARTNERSHIPS WITH EXISTING RESOURCES

- Head Start
- State Preschool
- Special Education
- CBET
- Family Service Center
- “Let’s Learn Together”
(Saturday School Readiness Program funded through Prop 10)

SCHOOL READINESS PROJECT TEAM

- ACSD Deputy Superintendent of Education
- Early Childhood Education Director
- ACSD School Readiness Coordinator (Consultant)
- Family Resource Center Coordinator
- Head Start/State Preschool Coordinator
- School Readiness Pilot Coordinator
- Even Start Coordinator
- Let’s Learn Together Coordinator
- School Readiness Nurse
- Special Education Coordinator
- Parent Involvement Coordinator
- Parents
- PAT Parent Educators/Community Liaisons
- Principals
- Kindergarten Teachers
- Family Day Care Providers
- Community Child Development Programs

GOALS

- Serve as a model
- Leverage program funds
- Expand integrations and connections with elementary schools (i.e., curriculum, standards)
- Improve transition systems within the school district
- Meet community needs by providing individualized programs

- Create sustainability
- Operate high quality programs
- Increase the number of children and families served
- Offer programs that are creative and represent outside the box thinking

NEXT STEPS

- Applications for sustainability
 - Reading First preliminary grant – staff development
 - Even Start reapplication
 - Title 1
 - Early Head Start
 - Head Start/General Child Care for full day
- Broaden scope of support for parent involvement
- Collaborate with family day care providers
Provide individualized support for elementary schools

Discussion:

- Commissioner Hill-Scott asked if the county is just beginning their relationship with the Family Child Care Association. The Commission was informed that the relationship is well established and the county has experienced nothing but enthusiasm towards collaboration.
- Vice Chair Belshé asked for further information on sustainability. The Commission was informed that there will be a lot of grant writing and relationship building. Collaborators are coming to the county commission and collaborations are becoming easier to achieve.
- Commissioner Hill-Scott asked if any of the bond funding is dedicated to pre kindergarten. The Commission was informed that no such plans had been made.
- Vice Chair Belshé stated that the Commission shares the views of the Superintendent in so far as every child in the county should be reached. It is imperative that the school readiness story be told in a way to foster sustainability for the future.
- Roberta Peck and others offered words of appreciation for all of the work done on the issue of school readiness.

Agenda Item 14 – Adjournment

Action by Commission: The motion to approve was seconded and passed by vote without dissent.